

"GRANDES ORIENTATIONS" - PROGRESS REPORT

presented by:

CONCORDIA UNIVERSITY

to

THE COUNCIL OF UNIVERSITIES

Approved by the University Senate
January 24, 1975

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A. QUESTIONS COMMON TO ALL UNIVERSITIES:

1. As an introduction to the progress report, up-date where necessary the general presentation made at the beginning of Cahier III (Orientations de l'enseignement supérieur) applying to your University, and dealing with its characteristics, its general evolution and the general development outlook. Bring out the main features of the image given of your institution, emphasizing the characteristics which differentiate it from the others.
2. In the light of your institution's concept of the Quebec university system, specify the ways in which you would like to see the incorporation of your institution in the system.
3. Prepare, for the University, a table showing the evolution of enrollments of full-time and part-time students from 1971-72 to 1976-77, the last two years being forecasts. Describe briefly the basic characteristics of your recruitment policy.
4. In response to the report of the Conseil des Universités on Continuing Education, published in February 1974, indicate how your University plans to assume its responsibilities in this field.
5. In response to the report of the Conseil des Universités on teacher-training, and following the general outline of the report, give your reactions to the problems and questions raised by the Conseil.
6. Identify and describe briefly some of the priorities or the high-priority problems of the University for the next two or three years, giving for each case its origin, its context, and the approaches planned.
7. Indicate how the University reacts to the four general priorities established by the Conseil des Universités in its conclusion to Cahier III (pp. 258-9):
 - (a) Encouragement of new experiments in teaching and research structures and programmes, which would facilitate the breaking down of barriers and the mobility of faculty and students.
 - (b) Renewal of the teaching function and of the relationship between faculty and students, to encourage greater autonomy on the part of the student through the evolution or the transformation of teaching methods, within the limits of available financial resources.

- (c) Reinforcement of a policy for university research development and for the training of highly-qualified manpower, centred on the social, cultural and economic needs of Quebec society, and on the concentration of human resources.
- (d) Better identification of university "axes" and orientations, together with the responsibilities assumed by each institution for the system as a whole.

B. SPECIFIC QUESTIONS FOR SIR GEORGE WILLIAMS UNIVERSITY:*

1. Considering that Sir George Williams University is essentially an undergraduate institution, and that the development of its graduate programmes depends not only on its student clientele, the quality of its resources and its major thrust in the direction of part-time studies, but also on the need for coordination with McGill University, present your internal plans for development of master's and doctoral programmes, with a description of the present state of graduate studies in your University.

In addition give an outline of the methods of supervision used for part-time students at the master's and doctoral levels.

2. Is research on the increase in your University? Are you trying out new experiments in structures of supervision and in research programmes? Do you have a special policy in this area, whereby priorities are identified? Justify your response.
3. Give a detailed account of the activities, their situation within the University and the objectives of your recognized "axes" in:
 - Commerce and Administration
 - Engineering.

Further, describe your plans for development of activities in the area of Fine Arts.

* N.B. The Conseil's request was formulated prior to the official creation of Concordia. The response has of course been made in a Concordia context.

- A.1 "As an introduction to the progress report, up-date where necessary the general presentation made at the beginning of Cahier III (Orientations de l'enseignement supérieur) applying to your University, and dealing with its characteristics, its general evolution and the general development outlook. Bring out the main features of the image given of your institution, emphasizing the characteristics which differentiate it from the others."
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Presentation Updated

In terms of full-time equivalent students, Concordia in 1974-75 is the second largest university in Quebec. It follows at a certain distance the block created by the Université de Montréal, HEC and Polytechnique, and is slightly larger than either McGill or Laval. It is in fact responsible for the education of approximately half the university-level students in the anglophone sector. Concordia University is also quite distinct in the nature of its enrollment, and in its particular functions and strengths. Most significantly, both component parts, Sir George Williams University and Loyola College, have long histories of active concern for the part-time student.

While Loyola has maintained its concentration on undergraduate education, during the past ten years the Faculties of Sir George Williams initiated and developed a considerable range of graduate programmes. They now offer master's degrees in the large majority of their disciplines and doctoral degrees in a limited number of carefully selected disciplines. Again, the majority of the students - about three-quarters of a total exceeding 2,200 - are enrolled part-time. In fact, Concordia has the fourth largest part-time graduate enrollment of Canadian universities.

It is incumbent on Concordia to preserve the quality of undergraduate education on both campuses; that must be the foundation of our services to our community and the province. This in turn requires continual concern for innovation in both structures and pedagogy, with particular

reference to traditional and to developing aspects of continuing education. Eschewing conservative rigidity and any amorphous attempt to be all things to all men and women, we seek a flexibility properly anchored to a respect for academic standards.

The merit and usefulness of a university also depend on appropriate development at the graduate levels and on research and creativity. It is our aim here to combine support of acknowledged sectors of achievement - our axes of Commerce, Engineering and Fine Arts and such doctoral-level departments as History and Psychology - with selective development of other disciplines, development based on existing academic strength, identified need and practical interpretation of the principles of complementarity.

Any university presents in effect a changing landscape of disciplinary development - a relief map of peaks, hills and flatter ground. The requirement is to ensure that the meadows do not degenerate into swampland, but remain firm and serviceable; new hills are raised when and where sufficient climbers are waiting; and the peaks do not take off into the mists of unreality.

Concordia now faces a task of coordinated development based on the assertion of its strengths and the concomitant elimination of weaknesses and unnecessary duplication. And this must be a continuing process, always sensitive to student requirement. For instance, it would be foolish to claim that the present structure of the university, with three university-wide Faculties and three campus-identified Faculties, will necessarily continue unmodified over the next decade, even though it appears the best way of applying present resources to present educational needs.

Effect of the CEGEPs

In this epoch, a university must continually adapt to changes of

external origin. Here, we would mention in particular the impact of the creation of the CEGEPs, whose full effect is now felt on the anglo-phone side. We are not referring to the pedagogical characteristics of the CEGEP system and its institutions, but to the impact on our own structure, the shift in emphasis that results from the elimination of the first year of the old undergraduate programme. The focus of instruction within the University has moved appreciably forward, creating a welcome challenge but calling for additional support by way of smaller classes, more seminars and tutorials, more sophisticated laboratory equipment, better library collections, etc. In other words, additional resources are needed to serve the same, or even a smaller, number of students.

There is normally, and properly, a wide gap in per student grants between the collegial and the university level. However, recent grants to the two institutions which now compose Concordia University do not reflect this differentiation. With the final elimination of the collegial equivalent programme and the development of graduate studies, which now account for close to ten percent of full-time-equivalent students, financial adjustment realistically related to the structure of Concordia University as it was established by government becomes particularly pressing.

Financial Constraints

The Council of Universities asks that we: "préciser les traits principaux du portrait qui est fait de votre établissement, en insistant sur les caractéristiques qui la différencient des autres." The grant per f.t.e. student, as demonstrated on the attached table, is one of the most striking examples of such differentiation; it is not justified, we would submit, by any other identified characteristics of the University.

QUEBEC UNIVERSITIES

Per Capita Dépenses Considérées

1972/73 to 1974/75

(Prepared by Concordia University)

		F.T.E. Students	Dépenses Considérées	
			Amount	Per Capita
LAVAL	1972/73	11,671	43,139	3,696
	1973/74	13,708	48,438	3,534
	1974/75	13,916	52,749	3,791
	△ x 1974/75 - 1972/73			2.6%
SHERBROOKE	1972/73	5,437	17,502	3,219
	1973/74	5,345	18,315	3,427
	1974/75	5,558	20,286	3,650
	△ x 1974/75 - 1972/73			13.4%
MONTREAL	1972/73	18,022	59,851	3,321
	1973/74	19,504	64,739	3,319
	1974/75	20,830	72,416	3,477
	△ x 1974/75 - 1972/73			4.7%
McGILL	1972/73	14,377	43,957	3,057
	1973/74	16,057	47,954	2,986
	1974/75	15,224	50,519	3,318
	△ x 1974/75 - 1972/73			8.5%
QUEBEC	1972/73	15,219	36,039	2,368
	1973/74	14,925	40,596	2,720
	1974/75	16,143	46,121	2,857
	△ x 1974/75 - 1972/73			20.7%
BISHOP'S	1972/73	711	1,837	2,584
	1973/74	858	2,183	2,544
	1974/75	1,036	2,638	2,546
	△ x 1974/75 - 1972/73			1.5%
S.G.W.U.	1972/73	10,170	16,775	1,649
	1973/74	9,613	17,435	1,814
	1974/75	9,228	18,690	2,025
	△ x 1974/75 - 1972/73			22.8%
ALL UNIVERSITIES	1972/73	75,607	219,100	2,898
	1973/74	80,010	239,660	2,995
	1974/75	81,935	263,419	3,215
	△ x 1974/75 - 1972/73			10.9%
ALL EXCEPT S.G.W.U.	1972/73	65,437	202,325	3,092
	1973/74	70,397	222,225	3,157
	1974/75	72,707	244,729	3,366
	x 1974/75 - 1972/73			8.9%

Highest over system average - 1974/75

Laval 3,791

System Average 3,215

Difference 576

△ x 17.9%

Lowest under system average - 1974/75

System Average 3,215

S.G.W.U. 2,025

Difference 1,190

△ x - 37.0%

Sources:

F.T.E. Students

1972/73 - subventions de fonctionnement - 1973/74, revised Oct. 15/73 - Annex E.

1973/74 and 1974/75 - subventions de fonctionnement - 1974/75, April 1974 - Annex C.

Dépenses Considérées

1972/73 - subventions de fonctionnement - 1973/74 revised Oct. 15/73 - Tableau 1
(with estimate for employee benefits of Bishop's added - \$107).1973/74 - subventions de fonctionnement - 1974/75, April 1974 - Tableau 1, with
employee benefits from 1973/74 document.

1974/75 - subventions de fonctionnement - 1974/75, April 1974 - Tableau 3.

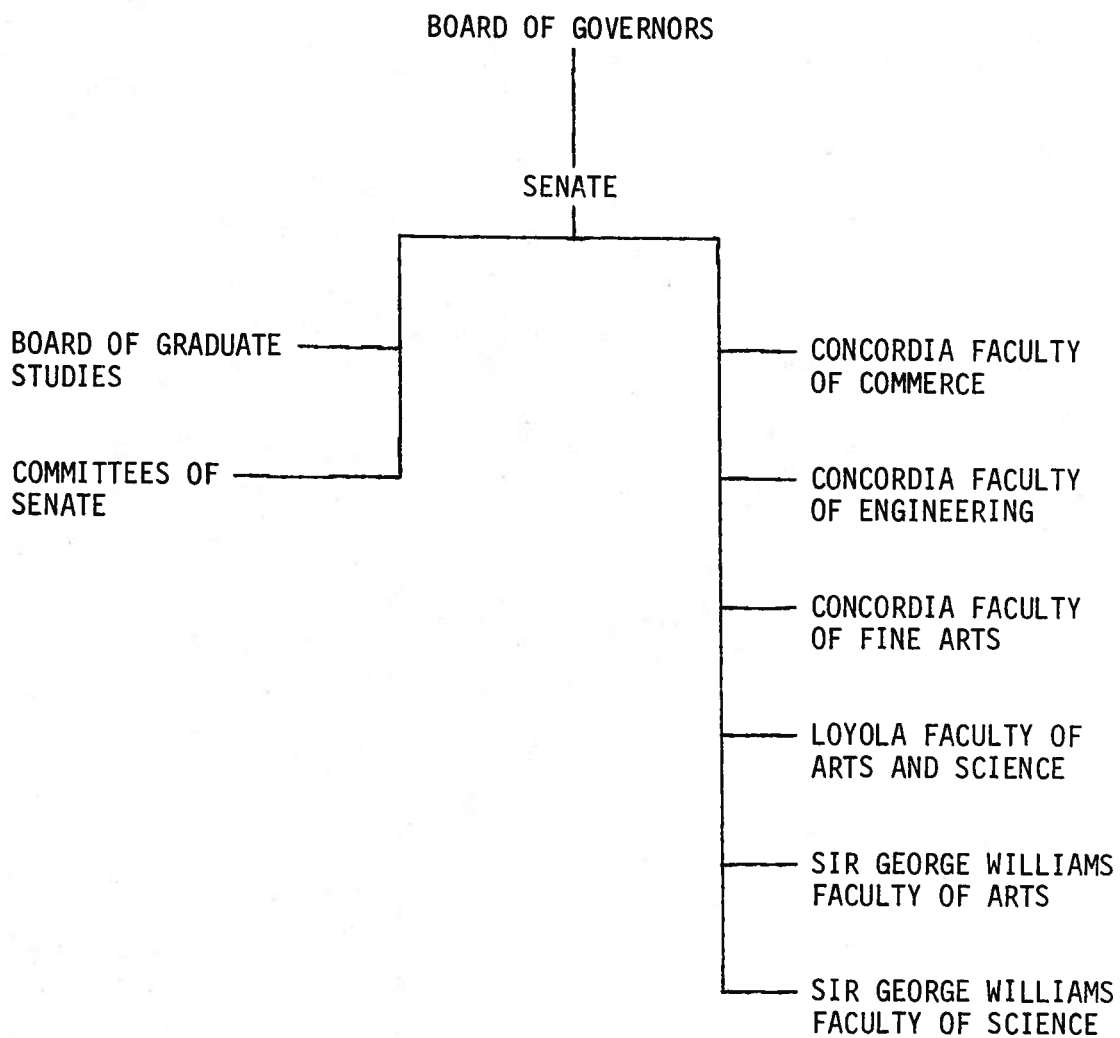
Office of the Treasurer,
October 25, 1974.

Financial stringency has taken away much of the flexibility required to adapt to the changed calibre of student enrollment and, more generally, to implement the advances betokening a modern, innovative university. At the same time, we share with our sister universities a keen desire for more stable financing that will encourage longer term planning. While we appreciate the problems of government in these inflationary times, we would make a strong plea for a system which allows the universities to define their future more confidently, and so encourages complementarity in planning and action as opposed to head-counting competition. Since price competition does not exist in Quebec higher education and product competition is largely subject to control by the Council and the Department of Education, this can end up as promotional competition of quite dubious benefit.

In our answer to Question A.2 we will deal in greater detail with the characteristics of Concordia University that differentiate it from other members of the Quebec university system. Here we would only emphasize two general points which we believe essential for an understanding of the role that Concordia sees itself called on to fill during the coming decade. The first is that during the past ten years Sir George Williams University, while continuing to meet its historical responsibilities, has also taken on the characteristics of a more traditional university - a large full-time enrollment; a significant range of graduate programmes; and the coordinated and intensive development of research. The second point is that, as was foreseen by the Council of Universities in Chapter 18 of Cahier III, the transformation of Sir George Williams into Concordia through union with Loyola has not altered substantially the role set out there for the University.

An outline of the structure of Concordia University appears on the following page.

ACADEMIC STRUCTURE OF CONCORDIA UNIVERSITY



A.2 "In the light of your institution's concept of the Quebec university system, specify the ways in which you would like to see the incorporation of your institution in the system."

In its section dealing with Sir George Williams University as, indeed, elsewhere in Cahier III, the Council of Universities stresses the importance of complementarity. And it says specifically: "il faut donner crédit à Sir George Williams d'avoir jusqu'à aujourd'hui respecté dans l'ensemble ce principe, et d'avoir tenté - et le plus souvent réussi - de concevoir son développement comme complémentaire de celui de McGill; on lui est donc largement redevable de l'équilibre des services universitaires dont bénéficie le secteur anglophone".

Concordia University may be assumed to have inherited the place of Sir George Williams in the Quebec university system, and consequently the policies and relationships of its predecessor; with regard to complementarity there is certainly no Concordia reason for deviating from the line of conduct followed by Sir George Williams. We reiterate our support for an imaginative policy of complementarity within the Quebec university system and, specifically, in the anglophone sector.

Kinds of Complementarity

Complementarity can be evaluated from several angles. There can be the division of student-yielding territory; this is hardly feasible at university level in a sector of such geographical concentration. There can be complementarity with regard to the type of student. Here we would cite as one relevant example the emphasis placed on providing programmes and facilities for part-time graduate students at Concordia, a clientele of only scattered interest to McGill.

The choice of disciplines taught can be another form of complementarity. The founding institutions of Concordia have always accepted the need for

this control, except where a discipline may constitute an absolute requirement for an effective degree programme. Similarly, there can be complementarity within a discipline, through the emphasis given to different aspects or approaches - for instance, to the theoretical or the applied. And this, particularly at the graduate level, can relate back to the varying nature and needs of the clientele - for instance, whether a programme is designed primarily for the formation of teachers or researchers. Generally, we would add, we have paid particular attention to filling gaps left by a more traditional approach to particular fields of knowledge. Complementarity, while serving as a control on wasteful duplication, should also encourage imaginative and fruitful diversity.

Our overall guiding principle might be described as seeking the optimum use of the resources available to this university while acting in sharp awareness of the other elements of the Quebec university system, thereby twinning complementarity with cooperation. Thus in research we have shared in the joint operation of the International Institute of Quantitative Economics and the Interuniversity Centre for European Studies. Within the planning mechanism of the Quebec system, we have been active in developing programmes of particular relevance to the needs of the province: our new Ph.D. in Psychology; the emphasis given to Computer Science; and the development of degree programmes in Education in answer to needs not met fully elsewhere - notably, Early Childhood Education and English as a Second Language. We would also draw attention to the unique character of the programme in Communication Arts, its graduates serving the needs of Quebec widely and in both languages.

Complementarity with McGill as a Concept

Naturally Concordia is most directly concerned with complementarity within the English-language sub-system in the Montreal area; in other words, with complementarity with McGill University. The Council set out

its views on complementarity between Sir George Williams and McGill in the two chapters of Cahier III that deal with the orientations of our universities. It therefore seems appropriate to review what has taken place since the Council published its views, and to see whether the arrangements the Council proposed have been working effectively.

In addition to defining the roles of the two universities in positive terms, the Council considered that there should be certain restrictions on the freedom of each university to initiate activities in particular areas. Sir George Williams was to develop graduate work only in ways complementary to McGill's offerings (Recommendations 18.1 and 18.2). McGill was to develop its activities in the area of continuing education in collaboration with Sir George Williams, in ways complementary to Sir George Williams activities, and in sectors not covered by Sir George Williams (Recommendations 17.4 and 17.5).

We would submit that this division of responsibilities makes sense in 1975 as it did when the Council proposed it. The prior establishment of McGill in graduate work, and its distinguished record in this field, throw a responsibility upon Concordia to develop its projects for graduate programmes in ways that avoid unjustifiable duplication of McGill offerings. We have noted that the Comité des programmes has on occasion required us to provide such justification, especially where third-cycle programmes are involved, and we find this most reasonable. On the other hand, the pioneering work of Sir George Williams and Loyola in adult education means that English-speaking Montreal is among the best served metropolitan areas in North America, and indeed in the world, having both undergraduate and graduate-level programmes available in the late afternoon and evening. It seems reasonable to us that McGill should respect Concordia's prior establishment in this field, and, given the much wider range of Faculties which it possesses, complement our work by concentrating its efforts in those disciplines that Concordia does not offer.

Two developments since Cahier III was issued reinforce the good sense of the above division of responsibilities. First, all the enrollment projections of which we are aware indicate that, although graduate enrollment will continue to rise over the next decade, undergraduate enrollment in the English-language system is more likely to fall. Secondly, the establishment of Concordia brings into the university system the continuing education activities of Loyola, which were substantial, thereby extending the range of Concordia in continuing education beyond that formerly provided by Sir George Williams. In the face of these factors, any move by either Concordia or McGill to shift substantially the present division of responsibilities would be certain to create disturbing repercussions within the university system.

Complementarity with McGill in Practice

As we have said, we are prepared to accept the division of responsibilities proposed by the Council (and so accept also the limitation of certain of our aspirations). However, we have the strong impression that McGill is not prepared to accept this position and its implications with respect to the role of Concordia as senior partner in anglophone continuing education. Since the appearance of Cahier III, McGill has extended its undergraduate Commerce programme into evening part-time operations, and has likewise extended its M.Eng. programme into part-time and evening operations in the precise disciplines already taught at that level by Concordia. We understand, although we have no formal confirmation, that McGill is considering a similar extension of its activities in the Faculty of Arts. There has been no collaboration with Sir George Williams or with Concordia in developing any of these plans despite the position taken by the Council in Recommendation 17.4 of Cahier III. As a matter of fact, we see no objection to the McGill initiatives in Commerce, this being an area of buoyant enrollment and our Faculty of Commerce and Administration being heavily overloaded. On the other hand, we believe that the size of the potential clientele does not justify duplication of our M.Eng. programme for part-time students, especially if the O.S.A.

recommendations on desirable class size are to be respected. We have drawn this to McGill's attention, but without response. We cannot comment on McGill's plans in the area of Arts for lack of information, but we believe that there is real risk of unjustifiable duplication in certain disciplines.

Although, as we have said, we believe that Cahier III sets out a sensible division of responsibilities between the two anglophone universities in Montreal, this division can be the basis of sound planning only if both universities respect it. We would also point out that the Council and the Department of Education have, in the Comité des programmes, an effective mechanism to ensure that any Concordia move into graduate work is justified by the needs of the milieu and is not a wasteful duplication of McGill offerings. Likewise, Concordia initiatives to provide programmes to help practising teachers improve their capabilities and their standing, an important continuing education activity but one in which we come into competition with the McGill Faculty of Education, are either reviewed by the Comité des Programmes or are subject to the approval of the certification authorities of the Department of Education.

On the other hand, McGill decisions as to the areas of continuing education and evening operation to be entered appear to be subject only to internal decision-making processes, since McGill need merely extend an existing programme, conceived originally for full-time students attending in the day, into part-time and evening operation to enter into direct competition with Concordia. This is what was done in the Commerce and Engineering cases referred to earlier. It is a situation unacceptably one-sided in its impact, and it must be re-examined.

There now exist in Montreal two anglophone universities, Concordia and McGill, of approximately equal size, but significantly different in their mix of Faculties and in the profile of services they have evolved

in the first half of the 1970's. We consider that it is both possible and essential to define their roles in a way that will respect existing strengths and ensure the complementarity of offerings, while maintaining adequate inter-institutional competition as a guarantee of quality service to the community.

A.3 "Prepare, for the University, a table showing the evolution of enrollments of full-time and part-time students from 1971-72 to 1976-77, the last two years being forecasts. Describe briefly the basic characteristics of your recruitment policy."

The tables on pages A.3/3 and A.3/4 give full-time and part-time enrollments by level for the period requested. Data are given separately for the Loyola and Sir George Williams elements for the years 1971-72 to 1973-74 inclusive, and for the merged institution for 1974-75 and in the projections for the next two years. It should be noted that these forecasts are particularly difficult to make, since 1975-76 will be the first year in which no students will enter the first year of the undergraduate programmes from the college-parallel programmes offered since 1969 on both campuses, by agreement with the Ministry.

Recruitment Policy

As far as recruitment policy is concerned, we must report that this is still being worked out in the light of the merger. As far as full-time students at the first-cycle level are concerned, the main source will, of course, be the CEGEP, both public and private. We plan to continue to admit a certain percentage of non-Quebec students, in order to maintain the enrichment which comes from the presence of students from other provinces and other countries. We shall of course exercise discretion in the number so accepted, and, together with other anglophone institutions, we have been keeping account of the number of anglophone students attending universities outside Quebec, on the assumption that it would be reasonable to admit to Quebec institutions a number corresponding approximately to that of Quebec students in non-Quebec institutions. We find an increasing number of mature students wishing to enter university on a full-time basis, and we offer special programmes designed to lead such students into regular degree programmes.

In the case of part-time students, practical considerations mean that, with the exception of one or two hardy commuters, these are all from the Montreal area. Here again, we find that mature students constitute our principal source, although quite a few students who have completed CEGEP register on a part-time basis. With our long experience of offering programmes of university study to older students, we are, needless to say, very happy to see that the Conseil has taken as its leitmotiv the principle of "éducation permanente" which has always been one of Concordia's major preoccupations.

At the graduate level, we are, like all universities worthy of the name, open to a wide range of clienteles, and we regret that our financial circumstances do not enable us to attract an even wider spectrum of full-time students. As is stated elsewhere, we made a particular point of opening all our graduate programmes to part-time students, and these outnumber significantly our full-time students. We have also explained in Section B.1 how we look after the particular needs of part-time students at this level.

As elsewhere, we have noted a levelling-off in recent years of the demand for part-time studies leading to a first degree. In addition to maintaining programmes for degree-bound students, we are now addressing ourselves to other clienteles, or providing new educational packages which will better suit the needs of these new clienteles.

CONCORDIA UNIVERSITY

INDIVIDUAL STUDENT ENROLLMENTS 1971-72 TO 1974-75 AND FORECASTS FOR 1975-76 and 1976-77

	FIRST CYCLE (Collegial and Undergraduate)						SECOND CYCLE			THIRD CYCLE	
	Loyola			SGW			F/T	P/T		F/T	P/T
	F/T	P/T		F/T	P/T						
1971-72	4025	3330		5883	7984		182		831	40	20
1972-73	4655	3487		5663	7002		275		985	46	34
1973-74	4672	3164		5037	6785		321		1250	50	52
	CONCORDIA										
	F/T			P/T							
1974-75	8898*			10244*			443		1497	66	50
1975-76	8400			10450			470		1550	70	55
1976-77	7800			10450			490		1600	75	60

* These figures do not include some 500 full-time and 1000 part-time students who entered undergraduate programmes in January 1975.

SUMMER ENROLLMENTS (DAY AND EVENING COMBINED)

		<u>Loyola</u>	<u>Sir George Williams</u>	<u>Concordia</u>
1971	1st cycle	2284	3716	—
	2nd & 3rd cycle	-	142	—
1972	1st cycle	2202	3583	—
	2nd & 3rd cycle	-	178	—
1973	1st cycle	2791	3299	—
	2nd & 3rd cycle	-	565	—
1974	1st cycle	2773	3477	—
	2nd & 3rd cycle	-	800	—
1975	1st cycle	—	—	6145
	2nd & 3rd cycle	—	—	955
1976	1st cycle	—	—	6200
	2nd & 3rd cycle	—	—	1000

INDEPENDENT/SPECIAL STUDENT ENROLLMENTS (1ST & 2ND CYCLES)*

	<u>Loyola</u>	<u>Sir George Williams</u>	<u>Concordia</u>
1971-72	1428	2071	—
Summer 1972	1112	913	—
1972-73	1759	2223	—
Summer 1973	1270	976	—
1973-74	1935	2212	—
Summer 1974	1566	1452	—
1974-75	—	—	4028
Summer 1975	—	—	2700
1975-76	—	—	3900
Summer 1976	—	—	2700
1976-77	—	—	3900

* These are students regularly enrolled in undergraduate and graduate credit courses, but not registered in degree programmes.

A.4 "In response to the report of the Conseil des Universités on Continuing Education, published in February 1974, indicate how your University plans to assume its responsibilities in this field."

Since our original report was submitted, there has been considerable evolution in the general field of "éducation permanente". The Conseil has issued its own "Avis", and the Daoust-Bélanger report, commissioned jointly by the Conseil and by the Conference of Rectors, has been published. Both of these documents, together with the Conseil's approach that "éducation permanente" is henceforth to be the guiding characteristic of university development, have raised new questions, not the least of which is the definition of "éducation permanente" itself. We are equally unhappy about such English equivalents as "Continuing Education", "Adult Education", etc. Perhaps the best term is "recurrent education", which contains the notion which we believe was basic to the Conseil's original dictum - that university programmes should be accessible to students who have interrupted their studies or who find it necessary or desirable to return for further studies, and that in some cases these programmes should have an approach designed specifically for "recurrent" students, instead of being simply "regular" programmes with more flexible admissions policies.

The two components of Concordia both have a long tradition of accessibility for such students, and a varying number of special non-degree programmes have been initiated, particularly on the Loyola campus - but recently to an increasing extent on the Sir George Williams campus - with the specific purpose of accommodating to the needs of "recurrent" clienteles. We are pleased and flattered to find ourselves frequently cited as an example of success in this area, but we are no less conscious of our responsibility to maintain our position in the forefront of such activities. We have endeavoured to respond as speedily and as effectively as possible to expressed community needs, but we are

conscious that many of these needs are not always articulated, and our resources do not permit us to carry out the surveys in depth which would better identify these unexpressed needs. We also regret that it has not been possible to devote more resources to research in the area of special pedagogy for "recurrent" students, although much has been achieved through the imagination of individual instructors, and it may well be that faculty attitudes towards, and understanding of, the particular needs of returning students are the most important element. At all events, we have no intention of limiting our operations to what we have traditionally been doing, and are well aware of our obligations to come up with new departures as new needs are identified.

Varying Needs of Part-time Students

It is important to recognize the wide range of needs. There always has been - and there is likely to continue to be - a substantial group of people seeking a university degree through part-time study - usually, but no longer exclusively, in the evening. For such people it is important that this should ultimately be the same degree as that obtained by "regular" students, although there may be differences in the initial stages. Some of these people have entered directly on completion of high school, or, more recently, of CEGEP. Their studies are thus not interrupted. Others take a few years off and return to degree-oriented studies as mature entrants. Others again do not wish to go all the way to a degree in their initial studies, and certificates may be awarded for the completion of sections of a first-degree programme, or again, special "packages" may be designed consisting of university-level work which does not necessarily enter into the structure of degree programmes. Others, again, already have a university degree, and some of them are obliged by the demands of their profession to acquire additional credits, although many of these are not interested in master's work with all its courses. We have, for example, a number of cases of Engineers who do not find themselves in a position to take a complete M.Eng. degree, but register as Independent Students for one or more courses. We are

naturally aware of the implications for universities of the re-training requirements of Bill 250, and we fully intend to do our share of activity in this new area in those fields, such as Business, Chemistry, Engineering, Psychology, etc., where we have strength. While the availability of part-time studies offers the potential student the possibility of working and studying at the same time, we have formalized such a combination in our Industrial Parallel Studies operation in Engineering, at the undergraduate level, which makes it possible for firms to arrange for their employees to take time off from work in order to work on a degree, normally in the area of their employment specialty. This is a formula which we hope to expand into other areas. We do not claim that we cover all kinds of demands. In many areas - Law, Medicine, Social Work, etc. - it is impossible for us to do so since we have no programmes, and we look to universities who operate in such fields to direct their energies theretoward. We would like to point to the programmes in Community Health which have been given for some years by the Loyola Evening Division, and which are now incorporated into the Concordia offerings. These programmes cater to a large group of persons for whom traditional faculties appear to be offering nothing. We recognize the Conseil's desire to avoid proliferation of titles and degree-packages, but we would not want to limit the effectiveness of our response to community needs by an excessive preoccupation with nomenclature.

Off-campus Operations

We have mentioned above the need to survey better the needs of the milieu. We would certainly be opposed to any move involving needless duplication of effort and we would be glad to participate in appropriately-conceived research thereon, but we would be unhappy to see over-formalized structures which would inhibit the ability of the individual institution to respond promptly. Needless to say, we would support the notion of catering to as wide as possible a range of the social spectrum. If one of the answers is to bring the university to the people, we have, over the past couple of years, been experimenting

increasingly with off-campus operations. It must, however, be recognized that such activities can be costly, whether it is a matter of paying travel expenses to send lecturers to Gaspé, or the preparation of "do-it-yourself" materials. The range of disciplines which may be suitable for such methods is limited, and institutions must be careful about raising potential students' hopes unnecessarily as to the extent of possible development in this area.

Use of Part-time Faculty

With regard to teaching personnel, the policy at Sir George Williams has always been to appoint full-time faculty on the understanding that they were prepared to teach in the evening as well as during the day. At Loyola, the system for payment of salary was different, but a good part of evening courses were taught by full-time personnel. The Concordia policy will henceforth follow the Sir George Williams model. Concordia makes substantial use of part-time faculty. In many cases this helps the institution to maintain its vital links with the community. In others, it may be the best way of acquiring certain forms of expertise in specialized areas. We are, of course, fully aware of the dangers of an excessive use of part-time faculty, since their responsibilities are limited to the teaching of their courses and they cannot be expected to participate in research and administrative functions. Nevertheless, we have been most fortunate in securing the services of many people who give much more to the institution than what is minimally required. In appointing part-time faculty we are not exclusively concerned with advanced formal academic preparation, and we look for people whose competence is the most appropriate for the teaching which they are called upon to do. There is an interesting example in the interdisciplinary Community Health programmes, where almost all the instruction is given by highly qualified professionals from the fields involved, engaged on a part-time basis.

Admission Considerations

In the matter of admission, the forthcoming recommendations of the

Comité de liaison enseignement supérieur/enseignement collégial (CLESEC) will reduce substantially the number of specific pre-requisites. Given the highly individual nature of the backgrounds of "recurrent" students entering university, it is doubtful whether such a body can go beyond some general statements of principle. The CEGEP experience of a student re-entering the system may well turn out to be marginal in terms of the factors affecting his suitability for university work. It is now possible, in Concordia and elsewhere, for mature students to enter university without a CEGEP background. Concordia also offers qualifying programmes for such students. It would be most helpful if good testing mechanisms could be evolved which would clearly evaluate both for the university and for the student himself his potential at university. Our experience is that perhaps the only way of proving aptitude for university work is to try it and succeed. At the same time, no disgrace should be attached to failure, and the university should endeavor to ensure that the student does not feel himself the victim of some soulless machine, but is given indications as to why his work has been inadequate and what the alternatives may be. Insofar as representation on CLESEC is concerned, we would like to think that, in choosing its representative, each institution would do so in full recognition of the increasing impact of "éducation permanente" and the need for spokesmen to be not only sympathetic but well-informed.

Allocation of Funds

In the matter of finance, the decision taken three years ago to include part-time students in the student count was a welcome recognition of the need to provide support for this group. We point out, however, that the way in which this was done did not provide additional financing for institutions like ours which already had a large number of part-time students, although it is helpful to those institutions which may now undertake to increase enrollment in this category. Nor does this provide incentive to innovate, for the start-up costs of new departures tend to be the greatest, thus strangling such ventures at birth. Until such

time as "éducation permanente" is fully integrated in all institutions, it will probably be necessary to ensure that whatever special funding is provided goes fully to "éducation permanente" activities, by having institutions report regularly on their progress in this area, with an indication of the proportion of resources devoted to it, bearing in mind that, where integrated operations already exist, development may be harder to identify than in cases where integration constitutes a new departure. In the case of non-credit courses, it may be necessary to establish some criteria which will determine which activities should be funded and which should not, since in a period of limited resources, we would question the appropriateness of spreading resources so thinly that they would have little benefit. In professional fields, it seems particularly important to get increased support from industry, business and the professions for updating and development, whether this be in the form of direct financial help, or in provision of facilities, as well as making it easier for employees to attend educational activities. The latter can take the form of payment of fees for programmes or courses successfully completed, or of study leaves, etc. We would support the provision of scholarships and loans, but particular care should be taken in ensuring that such support goes to those really needing it.

Structure and Administration

The question of internal structures is a particularly interesting one. In Quebec, a variety of models exist or are planned. In some cases Faculties of Continuing Education are being set up; in others, Divisions of Continuing Education are being created with the main function of converting "regular" academic units to the new creed by persuasion and example. Traditionally, Sir George Williams has deliberately avoided creating a parallel structure. When the Continuing Education Office was created three years ago, this was designed to provide an administrative nucleus to cover non-credit activities, off-campus activities, both non-credit and other, and as a centre for trying out new developments where it was believed that a community interest had been identified.

On the Loyola campus, the Director of the Evening Division, in collaboration with the various Faculties and departments, acted as a coordinator of both credit and non-credit operations. When the Continuing Education Office was created at Sir George Williams, an advisory committee, consisting of Faculty Deans and faculty members, together with a few other academic administrators, was formed in order to ensure close liaison. Loyola has also had an advisory committee of faculty and students. While the final administrative details have not yet been worked out, it is our purpose to maintain the integrated nature of past experience, whereby each Faculty and department is responsible for its academic offerings, day or evening. The structure of the new University provides for this. In addition we plan to expand the activities of the Continuing Education offices to explore potential new areas, with the possibility of the results being ultimately incorporated in the "regular" programmes. All organisms of the University are already responsible for a large part of what is meant by "éducation permanente". The Continuing Education offices are seen as complementing these activities and as a means of expanding traditional frontiers. Finally, we should point out, at the risk of harping on the same theme, that catering to new clienteles is not merely a matter of putting on courses. All the administrative areas of the University must function to a greater or lesser extent on a 14-hour day, and this means the availability of resources to provide an adequate number of personnel in those areas under the control of the Registrar, the Dean of Students, the Director of Guidance Services, the Computer Centre, as well as the Faculties and academic departments. Only too often, our response has to be made through the willingness of individuals to work overtime. Financing of "éducation permanente" must take these factors into consideration.

Pilot Projects

We are somewhat doubtful about the suggestions relating to pilot projects. There tends to be a long delay between the presentation of a pilot project and its approval by the financing bodies, which has an

inhibiting effect on the sponsors of such programmes. Furthermore, many new ventures start out quite tentatively and define themselves as they develop. As an example, a programme in Journalism was launched with minimal resources, but with the voluntary collaboration of professionals from the milieu. We could indeed have used more resources in launching it, but we are not sure that we could have presented a detailed pilot project prior to our launching the programme.

We recognize that it is important to avoid wastage of resources through unnecessary duplication at different levels and in different domains. Nevertheless, we feel it most important that institutions should be free to develop their own contacts, and we are rather afraid that initiative would be stifled by too many comprehensive policies, which, while started in good faith as little more than an exchange of information, could well develop into rigid control which would not serve anyone's needs.

Professional Development in Education and Business

In the particular area of the professional development of educational and business personnel, a number of programmes, mostly in certificate or diploma form, have been launched over the past year or two, in response to community request. Concordia currently enjoys excellent relationships with teacher associations and with the business world. In the former case we have a person, working in the Continuing Education Office, whose primary function is to develop and make available programmes according to the needs of teachers. In the area of business, the Faculty of Commerce has a large representative committee of businessmen which provides a direct link with the business community.

We have dealt with the matter of "éducation permanente" at some length, not only because we consider that we have a lot to offer, in the light of our own experience, but also because we wish to make it clear that Concordia, while justifiably proud of its activities in the past, does not propose to rest on its laurels, but has every intention of maintaining the participation of all its elements in this very vital direction.

A.5 "In response to the report of the Conseil des Universités on teacher training, and following the general outline of the report, give your reactions to the problems and questions raised by the Conseil."

As was indicated in "The Next Five Years", Sir George Williams University had already established itself as a teacher-training institution in a small number of fields of specialization, in addition to its role of providing academic programmes for a very large number of practising teachers. Since the submission of that report, a number of new programmes have been approved, notably a Bachelor of Education in the Teaching of English as a Second Language, together with certificate programmes in that area and an intensive programme for practising teachers. The M.A. in Educational Studies was finally approved and came into force in September 1974. In response to a heavy demand from persons teaching with provisional authorizations, we have also been offering, since September 1973, a Certificate in Education. In the teaching of Mathematics, in addition to the master's programme already in existence at the time of our original submission, we now offer certificates and a diploma covering all levels of the school system. Options for teachers have been introduced in master's programmes in Science, and we have found that our post-graduate diploma in Institutional Administration has attracted a substantial number of educational administrators. The B.A. major and diploma programmes in Early Childhood Education are now in full swing, and have turned out to be pressure areas where enrollments have had to be limited. A proposal for a master's degree in the Teaching of English as a Second Language was submitted three years ago to the Conseil, but has been held in abeyance while the B.Ed. was being mounted. A revised master's proposal will shortly be presented.

This year we have 940 students registered in programmes, both graduate and undergraduate, approved by the Ministry, of whom some 25% are full-time. In addition, there are 280 teachers, the majority of them part-time, registered in graduate programmes designed for teachers

but not leading to certification by the Ministry. Here again, we are not including those practising teachers who take programmes leading to purely academic degrees. We have made every effort not to duplicate programmes in existence at McGill at the time when our new programmes were introduced. We have therefore a respectable range of programmes in this field, but we obviously cannot match the breadth of experience of institutions covering a much larger part of the spectrum.

We have no difficulty in supporting the notion of personalization of instruction, and we have done our best to ensure such an approach. We are only too aware that we must "practise what we preach", but resources do not always permit us to do so as much as we would like. We have therefore concentrated on the practica, as offering the best opportunity, and have paid particular attention to the calibre of supervisory personnel. As far as admissions are concerned, our traditionally flexible attitude applies to teacher-training programmes no less than to others, although it will be recognized that in the "perfectionnement" area, there are often problems in reconciling flexible admissions policies with the maintenance of good academic standards.

Avoidance of Rigid Structures

Given our history of moving into specialized areas, we are concerned about the matter of turning out graduates with narrow competencies. In our degree programmes for teachers of English as a Second Language, the elementary and secondary options are differentiated in a small number of courses, but the bulk of these remain the same. Similarly, a graduate of our programme in Early Childhood Education, although trained primarily for the nursery school and kindergarten level which requires very special competencies, could well function in the lower years of elementary school. Within the system, as within each institution, it is vital to avoid the imposition of rigid programme structures, and this is one reason why we have deliberately avoided the creation of a Faculty of Education.

The Process of New Programme Evaluation

In a time of scarce resources, we accept the need for approval of major new ventures by the Conseil through its Comité des programmes. It is to be hoped that the process of approval could be speeded up for all programmes. There have been rather frustrating delays while the opinions of professional bodies or branches of government have been sought, and the time which elapses between the approval of a programme by the Committee and the decision by the Ministry to finance it has often been more than six months; the result has been that in some cases it has been necessary to wait a year before implementing, since the decision of financing came too late to hire appropriate faculty or to make the existence of the programme known to potential students.

The Comité de la Formation des Maîtres

We would be glad to see a revitalized and reconstituted Comité de la formation des maîtres, under the conditions (a) that its role and mandate are clearly spelled out, after consultation with all interested parties; (b) that the question of its location be studied; and (c) that its composition be carefully considered. With regard to the first, it will be necessary to establish clearly its relationship with the Comité des programmes. As for the second, it might be interesting to explore further the model of the Comité des programmes which is a joint committee including a small number of DGES representatives. In the case of CFM, where a majority of its members will be from outside the university milieu, it would be difficult to make it a committee of the Conseil, but the principle of the Comité des programmes could be implemented by creating a committee of the Ministry which would be a joint committee with the Conseil, but with a minority representation of the Conseil. As for the composition of the CFM, we recognize the need to keep the committee membership within manageable proportions and we realize that members would be sitting there as individuals, but we are nevertheless concerned about participation in the development of such a major sector. We would

therefore suggest that there be one representative per university, CEGEP representation, representatives of teacher associations and school boards from both language groups, and appropriate representatives of the Ministry. We would agree whole-heartedly with the need for a full-time chairman and a secretariat.

Supervisory mechanisms

In the matter of practica, the structure of our own programmes gives, we feel, ample evidence of our concern with this vital aspect of teacher training. They should take place in as wide a range of situations as is appropriate to the individual programme, but we question the need to express this diversity in purely numerical terms. Supervision of practica is becoming increasingly complex, as teachers in the school system demand a clearer identification of their role, their responsibilities and appropriate recognition of their participation. We support the idea of a task force, preferably a small one, but including school board administrators as well as the categories proposed. We would hope that such a task force would take cognizance of procedures used elsewhere, particularly the "faculty associate" system used in British Columbia. We also hope that the setting up of appropriate supervision mechanisms does not result in the creation of a whole new bureaucracy. Whatever the source of funding for experimentation in this area, care must be taken to develop sound, but flexible, criteria, which will prevent wastage of large sums of money on experiments of doubtful calibre.

Coordination of Teacher Training at Concordia

We have deliberately avoided, in Concordia, the creation of a Faculty of Education, for the very reason that we believe that teacher training affects most elements in the University. Since our original submission, we have created a position of Coordinator of programmes designed for teachers, who maintains close contacts within the University with the directors of the various programmes, and outside it, with teacher groups, school boards and the Ministry. We have also an Education

Committee, composed of programme directors, which meets regularly under the chairmanship of an Associate Vice-Rector. This does not, however, necessarily represent a definitive structure, and as Concordia evolves, it is likely that a more sophisticated structure will be created, but still designed to maintain the same principles. Present structures for resource allocation do not make it possible for a body of this nature to have authority over the distribution of resources, for the very reason that resources for the offering of teacher-training programmes come from such a diversity of sources in this University. We have used successfully the technique of cross-appointments between departments, and we find that this approach to teacher training helps in the maintenance of academic quality. As for communication with outside bodies, matters pertaining to certification and classification are handled by the Coordinator referred to above, while those concerning programmes go through the Associate Vice-Rector, Academic Planning. Both these persons keep in close contact on an individual basis, and, formally, through the Education Committee.

We thoroughly support the proposal that the Ministry also create an internal coordinating body, and, at the time of writing, our information is that the Assistant Deputy Minister is actively working on the establishment of such a body. While we thoroughly appreciate the need for coordination of endeavor, we would be sceptical about anything that looks like a "master-plan". Our experience is that predictions of teacher needs in the past have more often than not been wrong, and we are reluctant to see overformalization, if this inhibits the initiative of individual institutions.

Personnel Needs and Hiring Policies

We are naturally aware of the need for quality, and we hire faculty in the teacher-training area in the same way as we hire others, bearing in mind that for certain functions in the teacher-training field the

right kind of experience may well be more important than accumulation of higher academic degrees. The Conseil has itself recognized this in the area of perfectionnement in its "Avis" on "éducation permanente". Our "perfectionnement" programmes are so closely associated with our "regular" programmes - in many cases involving the same personnel - that we are not worried about the former not maintaining an appropriate level of quality. Certainly no new programme should be launched with inadequate human resources, but it should be recognized that, for emerging universities like Concordia, response to an articulated need may only be possible through the acquisition of additional personnel in an area where resources are thin in quantitative terms.

Research

In the area of research, it is certainly true that there is need to improve both the quality and the quantity of research in teacher training. The proposal that the elaboration of a research programme be entrusted to the Conseil's Research Commission is a sound one. We would nevertheless want to be sure that the priority accorded to research in this area is not so high that it stifles development in other areas. We would like to see some discussion as to what percentage of the FCAC and new programmes funds might be devoted to the teacher-training area.

Teachers in Technical/Vocational Areas

In the area of training of teachers for technical/vocational subjects, the ministry has indicated that, for the present at least, this particular area should be looked after by McGill for the English-language system.

Deployment of Resources

Determination of resources devoted to such an interdisciplinary area as teacher training poses some practical difficulties for Concordia,

where so many Faculties and departments participate in such programmes. It may well be that the data generated for the new finance formula will help in determining deployment of resources. If the Comité de la formation des maîtres is constituted along the lines suggested above, and if proper consultation takes place, we would support studies of the nature and objectives of teacher training.

Conclusion

In conclusion, we are aware that our experience is limited to a certain extent, and our aspirations in this area are of rational scope. If it is true that the place for teacher training is the university, it is equally true that every university has a responsibility to participate in teacher training, and we gladly accept this responsibility. The additional strength gained by the merger will certainly help us to do so with increased effectiveness.

A.6 "Identify and describe briefly some of the priorities or the high-priority problems of the University for the next two or three years, giving for each case its origin, its context, and the approaches planned."

Concordia University came into legal existence in August, 1974. Its priorities for the next few years, while they may well have been set out first for Sir George Williams University, need to be seen in this perspective.

It is perhaps a truism that the first priority for a university must be to comprehend and satisfy the needs of its students. The complications within the truism emerge when one attempts to define those needs. And they are intensified in a period such as the immediate future when, for a variety of reasons, we envisage a levelling-off or shrinkage of the potential clientele for several traditional disciplines at the undergraduate level.

Shifts in Student Interest

The requirement then is to relate educational supply to demand while maintaining the proper quality and range of instruction. Undergraduate interest remains strong in what may be broadly described as professional programmes - ranging from Commerce and Engineering through to Psychology, Fine Arts and Communication Arts, that is in education which is clearly employment oriented. And very many of our graduate students are seeking employment-related upgrading of their professional qualifications. However, such disciplines cannot of themselves sustain a university. So, the university must face the inter-related risks of expanding, within its available resources, the areas of marked student appeal, while protecting areas of lighter current appeal - needs and fashions do change - which it deems essential, and generally adjusting its offerings, so far as academically acceptable, to changing requirements. (Examples of how this is being - and will be - done appear elsewhere in our presentation.)

Essentially what has happened is that the customary undergraduate clientele for a general Arts or Science education has to a noticeable extent turned off the time-hallowed road to a degree, or is adopting new patterns of university attendance. The CEGEP may, positively, have provided the student with all the education he needs or, negatively, have proved a deterrent to further study. In addition, the sharp reduction in the hiring of teachers at all levels, except in certain specialized areas, is now reflected in a reduction of students entering the related disciplines.

Flexibility in the Timing of Programmes

The Council, itself, has emphasized that the breaking down of obsolescent structures is a priority task for institutions of higher education. Clearly included therein is the time-structure of degree programmes; not only how long it takes to earn credits or degrees, but also a host of other aspects affecting for example, season of entry, hours of attendance, the frequency and duration of classes. This is a field in which Concordia is particularly fitted to innovate. Sir George Williams, born of the adult education classes of the YMCA, has always recognized a special responsibility to the part-time student and for continuing education; over the years Loyola has developed a similar concern. What is needed now is a greater opening up of access to university-level studies to groups and individuals who are unable, or unwilling, to adhere to current models of attendance, whether full-time or part-time.

The University has already begun to tackle this task. Historically, its founding institutions tended to place full-time students in a day division and part-time students in an evening division. For some time both have eased this approach for individuals or specific programmes. Significantly, graduate programmes at Sir George Williams are held in the late afternoon or evening to facilitate joint attendance. The next two to three years will certainly see a further opening up of day courses to

qualified part-time students, making it easier for shift-workers and others in industry, and for housewives, to renew their education. We are working at the same time on a more flexible organization of other sectors of continuing education, developing courses of university calibre of varying duration as well as off-campus courses throughout the province for interested groups, such as teachers seeking to update and upgrade their professional expertise.

Academic Structure of the New University

Priority attention will be given during the next few years to the coordinated development of the Faculties that make up Concordia University, development based upon the most productive use of the resources of the two campuses. The fundamental problem, already the object of considerable study, is to define those academic activities best integrated and those best fostered separately on one campus.

As our answer to Specific Question no. 3 indicates, this has been for some time the focus of the planning of the two university-wide Faculties, of Engineering and of Commerce and Administration. The former is seeking to develop a single chain of professional programmes, given as appropriate on one or both campuses; the latter envisages the development of two separate, even contrasting, undergraduate programmes, deriving from two traditionally different approaches but also offered in future on both campuses. In Science a major review is under way aimed at strengthening our offerings at both the undergraduate and the graduate levels. It is expected that this will lead to the increasing coordination of the resources of the two campuses. The question of the academic structure which will produce the most effective coordination is also under study.

While there is at present a certain overlapping between Arts offerings on the two campuses, overlapping justified by current enrollment in the Faculties, ways of increasing cooperation are under active

review at both the Faculty and the department level. These will undoubtedly yield many opportunities for students to take on either campus the courses which best answer their personal needs. However, given the pressure on space and the requirement to include both day and evening programmes, this must be a rather long-term undertaking. Yet the fundamental justification for the creation of Concordia University is surely the enrichment of educational opportunity, the maintenance of well-founded diversity linked with the opening up of student access to all relevant resources.

Upon this purpose also, we have based our decision to establish a university-wide Faculty of Fine Arts, including initially the visual arts and art history, theatre arts, music and moving pictures, but, as our answer to Specific Question no. 3 indicates, envisaging an advance into several related activities. This is an area in which Concordia already has a well-recognized competence, and where there is strong community demand for professional university-level programmes.

A.7 "Indicate how the University reacts to the four general priorities established by the Conseil des Universités in its conclusion to Cahier III (pp. 258-9):

- (a) Encouragement of new experiments in teaching and research structures and programmes, which would facilitate the breaking down of barriers and the mobility of faculty and students."
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Experiments in Teaching Structures

We start from the view that structural change is not an end in itself but should serve a clearly articulated pedagogical or social purpose. We need therefore to evaluate traditional forms of academic organization as well as of instruction to assess whether they continue to meet student needs. Thereafter we can develop alternate ways to meet these needs, affecting not only the content of academic programmes and pedagogy but also the definition of units of instruction and of the structures in which they function.

We have referred elsewhere to the need for flexibility in the timing of higher education, fitting it to the varied ways of life and the economic constraints of today's university clientele. This implies much greater freedom of choice in both the means of access to university and the routes to graduation.

Openness to the Community

One example of such flexibility is the Industrial Parallel Studies option in the Bachelor of Engineering, which allows employed students to combine regular work with appropriately timed daytime progress to their degree. Several Montreal companies have appreciated the advantages of the programme as a means of both developing existing employees and acquiring promising new ones. We would hope to make similar arrangements for Arts and Science students, and with government as well as industry.

The IPS programme illustrates another aspect of flexibility to which, we believe, the University must pay increasing attention - the creation of programmes which foster interchange with the milieu. More than ever the learning process in a wide range of disciplines must seek nourishment out of practical experience, while simultaneously providing a direct service to the community.

For instance, Youth Habilitation is an organization, associated with the Sir George Williams Department of Psychology, which assists young people who are having trouble adapting to our society and also provides practical training for graduate students in applied psychology. Another type of opening up is exemplified by the programme on the Native Peoples of Canada at Loyola. The series of evening lectures on which it is based is publicized and is open to a limited attendance by the general public. Other sectors of the University are also considering this kind of controlled extension where the broad interchange of views could enrich the course, itself, while providing a public service.

The need to increase the practicality of their education for certain types of students, especially those who do not envisage going on immediately to advanced degrees, affects the academic structure in other ways. For instance, Biology and Chemistry programmes have been redesigned to associate the core of fundamental knowledge with a range of options that tie in more directly with employment possibilities; also, emphasis is being given to applied mathematics and statistics in conjunction with a Statistics Research Centre, which employs both undergraduate and graduate students on contracts for industry and government. In Arts at Sir George Williams, we have lately developed a minor in Journalism and a major in French-English Translation, which provide sufficient professional training in combination with education in other disciplines to open up good and immediate prospects of employment.

Programmes that Cross Discipline Boundaries

Indeed, in the interest of practical flexibility we have developed a variety of multidisciplinary or interdisciplinary approaches always based on the awareness that breadth of interest is no excuse for intellectual fuzziness; the disciplines must, themselves, remain strong and each element in each student's programme must be of academically acceptable quality.

The term "multidisciplinary" or "interdisciplinary", the latter denoting a higher degree of coordination, can cover a variety of programme structures. For instance, a student studying African History can well require programmes in Letters, Computer Science or the Physical Sciences; he must be alert to both the message of creative literature and the effect of pesticides. Beyond this, one moves to the multidisciplinary programme per se, which groups appropriate courses from a number of disciplines into a coherent programme, linked and explained through seminars. Each campus offers several such programmes - Canadian Studies, etc. Science and Human Affairs at Sir George Williams goes a step further, using modular elements, seminars and individual projects to create an interdisciplinary course complete in itself. There are self-elected programmes at Loyola consisting of ten courses, four of which must be in a core discipline but which also must encompass three disciplines. The Independent Studies Programme at Loyola and the Undergraduate Scholars Programme at Sir George Williams each allow a student to devote a substantial part of his time to a single area of personal research, which may well cross discipline boundaries.

The examples above have been drawn essentially from the undergraduate level. We would also refer to the Ph.D. in Humanities, under which a student pursues an integrated programme of research in two or three disciplines, thus offering a breadth of advanced study hard to accommodate within the traditional degree structure.

A number of multidisciplinary programmes inevitably cross Faculty boundaries. For instance, the undergraduate programme at Loyola on Recreation and Leisure, while largely provided out of the Faculty of Arts and Science, must rely heavily on management courses given by the Faculty of Commerce. In general, the requirement for such support by the professional Faculties appears likely to increase at a time when the direct demand on those Faculties also grows heavier. As a result, we face resource allocation decisions affected not only by the apparent thrust of student demand but also by the programming devised by other disciplines to reinforce their appeal.

In this connection the organization of a discipline can prove significant. Our own belief is that the teaching of any discipline should have a strong organizational base, and requirements for service programmes be presented to the qualified Faculty or department, not met by ad hoc hirings. We avoided establishing a Faculty of Education, with subsidiary components of uncertain strength, preferring to have a department of specialists in education, itself, who work in association with other solid departments such as psychology and sociology. And we have located discipline-based second-cycle degrees for teachers in the actual disciplines.

The same approach has influenced the establishment of a Computer Science Committee, formed of representatives of all the users of courses provided by the University Computer Science Department. Even though the department is located administratively in the Faculty of Engineering, its academic policies are controlled by this inter-Faculty committee. We are developing a similarly broad-based consultative committee for the new Faculty of Fine Arts.

A.7 "Indicate how the University reacts to the four general priorities established by the Conseil des Universités in its conclusion to Cahier III (pp. 258-9):

- (b) Renewal of the teaching function and of the relationship between faculty and students, to encourage greater autonomy on the part of the student through the evolution or the transformation of teaching methods, within the limits of available financial resources."
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Renewal of the Teaching Function

The question of pedagogical change is intimately related to the kind of structural revision discussed above. The opening up of structures, particularly along multidisciplinary lines, itself often leads to less formal student-faculty relations because of the resulting use of seminars and tutorials, as well as to greater student autonomy deriving from the power to choose which is inherent in modular instruction.

Programmes with External Content

We have also mentioned the greater attention being paid to the knitting together of learning at the University and the student's personal concerns or interests. We might cite the Master of Engineering programme, where the emphasis is placed on assignments which derive directly from the student's professional employment. An undergraduate Sociology programme on deviancy trains students through direct observation of the appropriate Montreal milieux and social phenomena. Another approach is exemplified by the granting on the Loyola campus of three credits for a project arising out of a student's para-academic activity such as social service or work in the theatre. The project has to be directed and evaluated by a member of faculty.

The Loyola Department of Communication Arts has developed a number of approaches that on the one hand lead to greater student involvement in

the community and on the other apply modern audio-visual equipment in such a way as to increase student autonomy. As an example of the former we would cite programmes dealing with the media and with advertising, both of which require students to work on community problems such as hospital-patient communications or the publicity programme for a social service. The latter is exemplified by a self-paced course based on the use of audio- and video-cassettes together with computer access in a specialized media analysis laboratory.

Uses of Audio-visual Equipment

In general, only limited use is - and can be - made of audio-visual equipment for pedagogical purposes. The reason is simple: the existing resources of the University are largely taken up by programmes such as Communication Arts at Loyola and Instructional Technology at Sir George Williams. However, a number of interesting applications have been tried out by the Centre for Instructional Technology. They include mirror television as an aid to self-assessment, for instance in courses in management and applied psychology. Also, portable units are being used to replace the supervisor in practice teaching, with the videotape then reviewed by a panel of experts. This not only broadens the scope of advice and training but also enables the University to send students to additional locations.

Revision of teaching methods can prove sterile without an accompanying concern for the quality of teaching. However, the performance of the individual teacher is among the most difficult things to evaluate, involving, as it does, an intricate interweaving of message and medium. The recipients form the immediate tribunal of teacher effectiveness and various methods of student evaluation, formal and informal, by document and by demonstration, exist. But success as a teacher personality may not equate with the longer term service of student needs; performance

has been known to blind the audience as to content. On the other hand, peer or administrative judgment regarding scholarship may underestimate for various reasons, personal and professional, how well or badly it is being imparted.

Concordia does not have any university-wide system for the evaluation of teaching performance. The Learning and Development Committee of the Loyola Faculty of Arts and Science, composed of students, professors and administrators, has developed a course evaluation system voluntarily used by about 80 percent of faculty. Its computer-analysed findings are published annually. In many departments in other Faculties less formal systems are applied; in some, student-faculty committees review teaching effectiveness. Such various judgments normally carry through to the Faculty level and to the decision-making regarding contracts, promotion and salary treatment. Acknowledged ability as a teacher is treated as a major element in assessment of an individual's contribution to the University and its students.

The Encouragement of Innovation

The above examples point up the disparate nature of pedagogical innovation at Concordia. It has usually derived either from familiarity with technical possibilities in a discipline closely related to audio-visual installations or from the initiative of individual faculty members. There is a Committee on Experimentation and Innovation in the Sir George Williams Faculty of Arts and a Learning Development Committee at Loyola, supported by an office run by a full-time faculty member. Concern for innovation has led the University to explore new aspects of human relationships in education. In particular, the Lacolle Centre of Loyola serves as a stimulus for the development of new and meaningful relations between students and teacher, or within the learning group, made possible by an environment removed from, yet related to the classroom.

We see, however, increasingly the need for a university-wide approach to innovation. Concordia University, with its two campuses having different yet not dissimilar educational traditions, and now serving over 20,000 full-time and part-time students, should have a university-wide organization for educational development, adequately funded to stimulate innovation and to ensure that initiative does not die for lack of support. Such an organization would pay particular attention to multidisciplinary education, an area in which all our Faculties are increasingly interested, to the diverse needs of adult students, and to the structuring of programmes to provide the greatest flexibility of access for qualified students. We regard this as a priority task for the University.

A.7 "Indicate how the University reacts to the four general priorities established by the Conseil des Universités in its conclusion to Cahier III (pp. 258-9):

- (c) Reinforcement of a policy for university research development and for the training of highly-qualified manpower, centred on the social, cultural and economic needs of Quebec society, and on the concentration of human resources."
-

This question is covered in the answer to B.2 below.

A.7 "Indicate how the University reacts to the four general priorities established by the Conseil des Universités in its conclusion to Cahier III (pp. 258-9):

- (d) Better identification of university "axes" and orientations, together with the responsibilities assumed by each institution for the system as a whole."
-

This question is covered in the answer to B.3 below.

B.1 "Considering that Sir George Williams University is essentially an undergraduate institution, and that the development of its graduate programmes depends not only on its student clientele, the quality of its resources and its major thrust in the direction of part-time studies, but also on the need for coordination with McGill University, present your internal plans for development of master's and doctoral programmes, with a description of the present state of graduate studies in your University.

In addition give an outline of the methods of supervision used for part-time students at the master's and doctoral levels."

The total graduate enrollment of Concordia University in September 1974 is 2,240. This represents 15% (excluding independent students) of the total enrollment in the Sir George Williams components, and 9.7% of the total enrollment of the University. We anticipate that, in the next five years, the growth rate in numbers of programmes will diminish; but in spite of this we expect that the number of students will gradually increase to at least 2,500. That is to say, we expect that graduate enrollment will rise to approximately 15% of total enrollment, with about 25% of students registered full-time.

A Policy of Complementarity

It has always been our policy in designing graduate programmes to seek complementarity with comparable programmes at McGill and, indeed, with those of other Quebec universities. One of the early examples of this was the Master of Engineering programme, which began in 1968. McGill then offered a research programme to day full-time students only. With the agreement of McGill we opened a programme for practising engineers, involving evening part-time students only. A more recent example of complementarity is the Ph.D. in Psychology, now approved by the Council of Universities. This programme was consciously devised to not duplicate the McGill Psychology doctoral programme. That we were successful is confirmed in two avis dated 4 October 1973 and 5 March 1974 provided by La Corporation des Psychologues de la Province de Québec to the Comité conjoint des programmes.

At the end of the first decade of graduate studies of what has become Concordia University there are 23 second-cycle programmes. In fact, virtually all of the disciplines represented in Concordia offer at least one master's programme.

The Integration of Loyola Departments

Where two departments exist, one on the Loyola campus and one on the Sir George Williams campus, there will be no attempt to duplicate the second- and third-cycle programmes already existing in the Sir George Williams Faculty of Arts or Faculty of Science. Qualified individuals in the Loyola department may participate in the existing Sir George Williams programme; but no attempt will be made to erect new, duplicate programmes.

However, it is also agreed that in those instances where Loyola has a strong department, and where no such department exists at Sir George Williams, it is possible to seek approval for a second-cycle programme based on the Loyola Faculty. Perhaps the best example of this is the Loyola Department of Communication Arts. An avant-projet for a Master of Arts (Communication Arts) has been submitted by Concordia University to the Comité conjoint des programmes.

A somewhat different situation arises in one or two cases where a Sir George Williams department has been deemed to have insufficient resources for a master's programme, but where the Loyola and Sir George Williams departments collectively appear to have sufficient strength and depth. Any proposals we make in this regard will of course meet the criteria of appropriateness and complementarity as well as of academic strength.

Plans at the Doctoral Level

At the doctoral level Concordia University now offers programmes in three Faculties. There are over 50 students enrolled in the

Doctorate of Engineering, a well-established programme in what we can confidently describe as a major Canadian Faculty of Engineering. In the Sir George Williams Faculty of Arts, there are four Ph.Ds. - Economics, History, Humanities and Religion. These programmes, based on acknowledged academic strengths, attract a limited number of high quality students, often the holders of external graduate fellowships. A doctorate in Psychology has been approved by the Council for introduction in the coming academic year. In Science, there are doctorates in Chemistry and Physics. Concerned with enrollments and with the level of associated research grants, the University is currently engaged in a review of the two programmes. Also, it awaits with interest any related comments or recommendations that may appear in the report from O.S.F.

Over the next five years we envisage only the following limited extension of our activities at the doctoral level. We assume that the joint doctoral programme in business that has been prepared by L'Ecole des Hautes-Etudes Commerciales, McGill University, l'Université du Québec à Montréal and ourselves will be approved in the near future. We are working on a proposal for a Ph.D. (Art Education); Fine Arts was identified by the Council in its recommendation on axes as an area that we should develop systematically. We also expect to put forward a proposal for a doctorate in Computer Science, a discipline closely associated with our axis of engineering and one where we have been able to build quite rapidly a first class professional team of teachers and researchers.

The Needs of Part-time Students

Approximately three-quarters of the graduate students enrolled at Concordia University are classified as "part-time". In terms of part-time graduate enrollment, Concordia stands in fourth place among Canadian graduate schools, after Montreal, Toronto and Ottawa.

In fact, the majority of part-time graduate students at Concordia might be more accurately described as half-time. They are usually at the University from 4:00 p.m. on most days of the week, including week-ends. One might say that they are full-time students after 4:00 p.m.

Specifically, the steps taken by Concordia to guarantee a proper education for part-time graduate students are as follows: graduate courses are offered in the late afternoon and evening; thus full-time and part-time candidates work together in courses, and are treated equally; the teachers of these graduate courses are members of the regular full-time faculty; full-time and part-time candidates fulfill exactly the same degree requirements (e.g., if the minimum residence requirement for a full-time candidate is three terms, the minimum residence requirement for a part-time candidate in the same programme is six terms).

The above policy can be fully applied at the master's level. At the doctoral level it is more difficult, though not impossible, to be a part-time student. In a discipline such as History, it is feasible to do doctoral research on a part-time basis. However, in disciplines such as Engineering or Chemistry, doctoral research on a part-time basis is virtually impossible. A graduate student in these disciplines may do his course work on a part-time basis, but when he turns to his research, he will almost certainly have to work full-time. An exception may be the student working in an industrial laboratory where it is possible for him to do research on a full-time basis, even though he is a part-time student. The critical mass of the research in the programme is also an important variable. Conceivably, if the number of faculty and full-time students working on a research project is large enough, a part-time candidate may be able to make a significant contribution. Also, every effort is made to schedule laboratory time to fit in with a student's other commitments.

Summary of Development Plans

1. Total graduate enrollment, now 15% of students on the Sir George Williams campus, will continue to grow until it reaches approximately 15% of total Concordia enrollment.

2. At the master's level we intend to maintain the high quality of the 23 existing programmes and, as a consequence of the fusion with Loyola, we will likely propose adding three or four more programmes.
3. At the doctoral level we envisage adding the three programmes referred to above.
4. We shall continue to design graduate programmes complementary with those at McGill; we trust that McGill will similarly take account of Concordia in its planning.
5. We shall continue to emphasize part-time graduate studies, and to treat part-time graduate students in a way that will assure the academic quality of their studies and degrees.

close administrative supervision of the allocation of all resources. The control organizations which exist are either at the Faculty level or associated with specific research centres. To cite examples, the Faculty of Commerce and Administration has recently appointed a Director of Research Services. The Faculty of Engineering has set up a special organization to administer its NRC Negotiated Development Grant in fluid control elements and systems. Among the research centres associated with Concordia are the International Institute of Quantitative Economics and the Inter-university Centre for European Studies. We also maintain within the University a Science Industrial Research Unit.

The growth in research activity has led to the establishment of a University Research Office which, while not acting as a control mechanism, serves as a centre for information about granting agencies, fellowships and research opportunities, advises faculty members on the handling of grant applications, and provides liaison with the agencies and other interested external bodies. The Research Office also maintains a record of all Concordia research activities.

Finally, as an example of the University's desire to stimulate research of practical value we would mention our patent policy, a copy of which is attached. This policy, introduced in 1972, is administered by a committee of experienced faculty members. It has already resulted in over 20 patent applications.

B.3 "Give a detailed account of the activities, their situation within the University and the objectives of your recognized "axes" in:

- Commerce and Administration
- Engineering.

Further, describe your plans for development of activities in the area of Fine Arts."

B.3 (i) COMMERCE AND ADMINISTRATION

The Council of Universities described Commerce and Administration as an "axis" of Sir George Williams. At both the bachelor's and the master's level we had developed strong professional programmes, and we are now taking an active part in the establishment of the joint doctoral programme to be offered by the four Montreal universities. In line with this development, we have proceeded with the affirmation of the professional qualifications of the faculty, which was already under way when we submitted our view of the future, "The Next Five Years", to the Council. Our aim has been to ensure that at least three-quarters of our full-time professors have a doctoral degree, thus meeting the standard of the American Assembly of Collegiate Schools of Business, the organization which represents the major schools of business on this continent. Out of our present complement on the Sir George Williams campus of 50 faculty members, 25 have doctoral degrees and another 15 should have qualified within the next year. As another measure of the professional quality of the faculty, we would mention that in recent years members have published 45 recognized textbooks and major monographs, as well as 120 scholarly papers.

This leads us to certain comments on the subject of research. Most of our full-time faculty members conduct personal research or act as consultants to government and industry. However, until quite recently the area of management or administrative science was largely ignored by the granting agencies; there was no general source of research funds. This situation has now improved; both the National Research Council and Canada Council have enlarged the scope of their concern to cover our

disciplines. This year therefore we have set up a Faculty Research Bureau, with a faculty member serving part-time as Director, Research Services, and have submitted some 20 projects to agencies.

Advantages of Two Undergraduate Programmes

"Grandes Orientations" dealt with Commerce and Administration at Sir George Williams. Our present statement has been enlarged to a Concordia perspective; the Commerce operation at Loyola is being integrated into a single university-wide Faculty.

The approach to Commerce in the two institutions was different and, indeed, contrasting. At Sir George Williams, the undergraduate programme, like the graduate, had a strongly professional character, akin to that of other professional schools such as law and engineering. At Loyola, on the other hand, far more attention was paid to the students' education in other disciplines, the purely Commerce component of the degree being limited to fundamental knowledge of the essential disciplines. Thus in the Sir George Williams undergraduate programme about 80 percent of the credits came from a compulsory core of Commerce disciplines, and only 20 percent were elective. At Loyola, about 40 percent of credits were in compulsory subjects within the Faculty, and 60 percent elective.

Student employment records, and also recent specific surveys, have shown that there is a significant market for the kind of training the Loyola approach provides as well as for the recognized professionalism of the Sir George Williams Commerce degree. We are therefore planning to offer both types of degrees on each campus: a Bachelor of Commerce for the professionally oriented student and a Bachelor of Business Administration for the student with a strong attachment to other disciplines. The added flexibility that results will also enable us to meet more effectively the service needs of other Faculties for Commerce courses.

Plans for "Perfectionnement"

Reflecting the contrasting nature of the programmes, the qualifications required of members of the Loyola Faculty of Commerce were not the same as those of their Sir George Williams counterparts. However, we believe that, given the flexible assignment of tasks planned within the integrated Concordia Faculty, a serious effort must be made to align these qualifications. We therefore seek an increase in the proportion of faculty members with doctorates matching that which has already taken place at Sir George Williams. Since there are 20 faculty members from Loyola Commerce, of whom only one at present holds a doctorate, this will place a heavy claim on the "perfectionnement" budget of the University, unless it is treated as one of the special costs of the merger that have been accepted in principle by the government.

The Problem of Course Loads

It would appear that the Faculty of Commerce and Administration of Concordia University has the largest number of students of any such Canadian Faculty. Yet, the combined effect of demand and reputation is such that we have to put quotas on our intake of full-time undergraduate students as well as both full-time and part-time graduate students. We are also seriously concerned at the continuing unsatisfactory state of our student/faculty ratio; which reflects the financial stringency long faced by both founding institutions. A four-course load is normal in the Faculty yet quite abnormal in other schools of business of similar status. This has inhibited research and also compounds the difficulty of organizing adequate supervision for the compulsory research projects of some 400 M.B.A. students.

Reliance on Part-time Faculty

We continue to deal with the problem along lines traditional in both founding institutions, that is the employment of large numbers of

part-time faculty. We believe that this type of interchange with the world of industry and commerce adds a desirable quality to our programmes and the degrees earned through them. However, we are disturbed by the extent of our reliance on part-time teachers, who now instruct approximately half our courses when the desirable norm is widely recognized as 20 to 25 percent. To sustain the programmes of the Faculty at a level consistent with its status as a major "axis" of the University, providing undergraduate, master's and doctoral degrees and making a proper contribution through research and publications, calls for a distinct improvement in financial support.

Development Plans

We would quote two dominant characteristics of the Faculty and, indeed, of Concordia University as a whole - a sustained search for programmes which answer the socio-economic needs of the community and a special concern for the needs of part-time students. Our overall sense of purpose might be summed up as the development of entrepreneurs, managers and administrators alert to change throughout the world but trained primarily in the application of their abilities and knowledge to working in Quebec. In this way we can, we believe, best serve the English-speaking population of Greater Montreal who constitute the larger part of our clientele. Broadening the scope of its services within this perspective, the Faculty now offers a one-year, graduate-level Diploma in Institutional Administration. This has proved most successful; the current enrollment is 11 full-time and 86 part-time students, and it could have been doubled had we possessed the necessary resources. A special element we will include in the coming year is a three-credit course in municipal administration, developed with the collaboration of a group of Montreal suburban mayors and their senior staffs.

We would also mention plans for a Diploma in Recreational Administration, covering sports, food services, hotels and motels, and cultural organizations, as well as for a master's programme in both Institutional

and Recreational Administration. Further, we are working on an accountancy-oriented post-graduate specialization which would qualify students for direct admission to the Order of Chartered Accountants of Quebec.

As we see it, development of the Faculty as a major "axis" of Concordia requires the continuing extension of activities from the basis of excellent professional teaching to broader involvement in the economy and society.

A More Flexible Administrative Structure

Thus, we plan to offer more programmes and courses that do not fit the traditional degree and credit patterns, in answer to the "perfectionnement" and other continuing education needs both of individuals and of various associations and groups. It is essential to maintain the quality of instruction; it is equally important these days to open up the structures surrounding it.

A Faculty which is dedicated to the formation of forward-looking managers should, itself, be flexible in its approach to its own organization. To enhance our ability to provide the diversity of instruction needed by today's students of administration, we plan to develop five new areas of concentration beyond our current areas of accountancy, finance, management, marketing and quantitative methods. They would include: institutional/recreational administration, international business, social and legal responsibilities of the firm, management information systems and organizational behaviour. These new areas of concentration would call on other disciplines in the University to provide courses oriented to the needs of students of administration.

In general, we see the Faculty of Commerce and Administration entering a period of considerable diversification. We have no doubt about the need in Quebec for the educational services we can provide

at the various academic levels, with the intensity of their specialization varying in response to the objectives of our student clientele. What we require is the assurance of financial support sufficient to permit the long-term planning of continuing adaptability.

B.3 "Give a detailed account of the activities, their situation within the University and the objectives of your recognized "axes" in:

- Commerce and Administration
- Engineering.

Further, describe your plans for development of activities in the area of Fine Arts."

B.3 (ii) ENGINEERING AND COMPUTER SCIENCE

Our brief "The Next Five Years", submitted to the Council of Universities in May 1971, carried as attachment a presentation on the activities and plans of the Faculty of Engineering. On what is now the Sir George Williams campus of Concordia University, the Faculty has largely adhered to the course of action thus outlined. In addition, we have begun to integrate the engineering operation at Loyola within a university-wide Faculty.

Before dealing with the future of Engineering at Concordia, we would like to situate the Faculty as it now is, to set out its main characteristics and their rationale. Concordia is predominantly a Montreal institution; the large majority of our students come from the Montreal area. We have therefore directed the development of the Faculty in keeping with the professional needs of metropolitan and regional industry; this holds true both for the three levels of instruction and for our research interests. Indeed, we believe that growth of the Faculty reflects a logical and coherent flow of decisions deriving closely from the social and economic environment.

The Choice of Areas of Activity

For instance, the initial choice of three disciplines - civil, electrical and mechanical engineering - resulted from lengthy consideration of the needs of industry and government. It would have been possible to enter other branches of engineering, but the needs of the province did

not appear to justify it. Thus, the Faculty did not set up a department of chemical engineering; we considered that McGill met fully the requirements of the anglophone sector. Our choice of areas of special interest within the departments - for example, the emphasis on building science within civil engineering - has also been motivated by awareness of our primary role. Later this influenced the University decision to devote significant resources to the development of computer science, in which we now offer both first- and second-cycle degrees. (The University computer science programmes are administered through the Faculty of Engineering.)

The growth in enrollment at all levels has demonstrated the wisdom of these decisions. Already in 1970-71 we had the largest average undergraduate enrollment per programme in the province (OSA Report 1, first part, p. 5); we now have 230 M.Eng. and 50 D.Eng. students.

Essentially, this means that a new approach to growth and development is now required. In keeping with the traditions of the University, we believe we should continue both to accept all qualified part-time students and to investigate ways of further opening access to an engineering degree to employed people with suitable backgrounds. However, taking into account the present size of the departments, we believe that our annual intake into full-time undergraduate civil, electrical and mechanical engineering should be limited to 150 students a year for the two campuses. Thus, our undergraduate development will depend rather on diversification than expansion; we deal later with our projects in this regard.

Problems of CEGEP/University Interface

We feel it necessary, however, to refer to the difficulties we encounter in recruiting students into Engineering. The requirements of the pre-Engineering CEGEP profile should provide a foundation from which

a student can complete his first degree in three years. In fact, this is by no means always the case; many competent students are unable to do so. Meanwhile gifted students, who might go beyond the minimum requirements through taking additional courses at CEGEP, do not receive university credit for their work. The consequence is that many of them prefer to go outside the province for their engineering degree after a first year at CEGEP. On the other hand, we have to reject students who have not completed the precise CEGEP profile, however capable the Faculty may find them. Our problems, contrasting as they are, jointly point up the need for greater flexibility in the rules for university admission. Alternately, we would suggest restructuring the CEGEP/university interface so that the CEGEP provides one year of scientific and general education leading to a four-year Bachelor of Engineering degree.

The Professional Content of Programmes

The content and organization of particular programmes also reflect awareness of the society and environment for which we must train our students. At the undergraduate level we seek to combine professional competence, acquired both in the laboratory and through a systems approach, with a high degree of sensitivity to the social responsibilities of the engineer. Considerable effort is devoted to awakening students' understanding of, on the one hand, the consequences of technological innovation and growth on society and the environment and, on the other, the increasing difficulty of developing secure supplies of resources, and hence the need for thoughtful conservation. At the master's level, in a programme for practising engineers, the emphasis is on developing professional abilities closely related to working experience. At the doctoral level, students are accepted only into those areas of the discipline where our professors have special qualifications, based on current research undertakings. Accreditation of our programmes by the Canadian Council of Professional Engineers is an additional guarantee of their relevance and professional acceptability. They were recently accredited for a second five-year period.

Computer Science

For administrative purposes the University department of Computer Science is included in the Faculty of Engineering, while its academic policies are directed by an inter-Faculty committee. The department offers both a Bachelor of Computer Science and a Master of Computer Science, approved by the Comité des programmes and its advisory committee of experts and recognized as meeting the standards of complementarity. (See OSA Etude particulière no. 10, p. 51 for summary of McGill activities in the discipline.) We planned initially to enroll 30 full-time day students annually in the B.Comp.Sc. programme, but we have increased this to 50 in answer to demand from qualified applicants and could in fact have raised it to 80. We are now considering the possibility of a further increase in day students in relation to the forecast need of industry for computer science graduates; all qualified evening students are accepted into the programme. In the present first year of the M.Comp.Sc. programme we accepted 11 full-time students and 36 part-time students; 19 students are taking qualifying courses.

Flexibility of Access

In keeping with long traditions of the University, the Faculty seeks to ensure maximum flexibility of access. At the undergraduate level, it is possible to complete approximately half the engineering programme as a part-time student; the requirements for professional qualification, including laboratory work, are too demanding for the degree to be earned entirely through part-time attendance. In consultation with the CEGEP authorities, arrangements have been made for appropriate recognition for the technical training of students entering from the vocational stream. Also, the Industrial Parallel Studies programme allows people employed in industry to complete the daytime programme at a slower rate than is required of regular students. IPS is in effect a set pattern of study that allows a student to combine on-the-job experience with the acquisition of professional knowledge; it has received widespread support in

Montreal industry. The Canadian Council of Professional Engineers specifically included the programme in its statement of accreditation. Flexibility of access is also provided through a combination of January entry and special summer programmes, as well as through the general qualifying programmes for mature students. These last two opportunities are also open to computer science students, who can in addition complete their entire programmes through part-time studies.

The Industrial Parallel Studies programme is an example of the continuing interchange between Concordia Engineering and the industrial milieu. Others are the M.Eng. programme for practising engineers with its emphasis on project work related to the student's employment; the orientation of our doctoral programmes; the recruitment of outstanding professionals as part-time instructors; and the encouragement of full-time faculty to keep up their own productive connections with industry. We prefer the construction of lower cost homes to ivory towers.

The placement record of our B.Eng. students would appear to validate the nature of our engineering programme; initial recognition of their practical value has been reinforced by the employment record of several years of graduates. In particular, we have found strong employer interest in the more mature students who enter the evening division, many of whom come to engineering with some years of technical experience.

Integration of the Loyola Operation

An immediate task for the Faculty is the integration of the engineering operation on the Loyola campus. While Loyola has not offered a Bachelor of Engineering, it has provided a Bachelor of Science degree with substantial grounding in the fundamentals of the discipline, and its graduates have generally been accepted by the Order of Engineers. From now on students on the Loyola campus will be able to earn there the larger part of a B.Eng., completing it on the Sir George Williams campus with its extensive and, in some cases, unique laboratories. All graduate programmes

will remain at Sir George Williams, which will also be the centre for research. Thus our teaching activity at Loyola will be wholly undergraduate, while at Sir George Williams it will have a large graduate component. This two-campus pattern will assist us to investigate different approaches to engineering education, giving varying emphasis to direct instruction and to laboratory work or practical application, and to include unique elements such as digital techniques that were in the Loyola programme.

Development Plans

As stated above, we now have a student enrollment that justifies, we believe, the move of the Faculty into further degree programmes, which would be in areas of strong socio-economic benefit to Quebec. Thus we have already submitted a proposal for a bachelor's degree, with an initial annual intake of 50 students, in Building Engineering to the Comité des programmes; there are many employment opportunities for the interdisciplinary expertise this would provide, and the University has demonstrated the instructional and research strengths on which it must be based. We are studying the possibility of offering a bachelor's degree, with an initial annual intake of about 25 students, in Industrial Engineering, leading to the training of managers for such assignments as production planning and quality control. This was an option within the Loyola B.Sc. (Eng.) and the University, combining its expertise in management and computer science with engineering, is well qualified to conduct such a programme. The needs of industry can be easily documented, and it would be complementary to any McGill offerings. Finally, we would hope to work with the Faculty of Fine Arts in developing an offering in Industrial Design.

In answer to the needs of industry and the community, and guided again by a spirit of complementarity, we have indentified two areas in particular where, we feel, Concordia should extend its graduate-level activity. First, we have the capability in our Faculty to enter upon

"professional master's programmes" in building engineering, fluid control and communications. We would mention that this is a concept with which the Faculty has been intimately and enthusiastically concerned since its inception (OSA Etude particulière no. 15). Also, the clear Quebec need for qualified graduates and the reputation of the department, as acknowledged in the final report of OSA, indicate that a Concordia Doctorate in Computer Science is now worthy of serious consideration. In fact, a dossier to this end is being developed for the Comité des programmes.

Further, effective service of the professional community and industry appears to us to require a move into non-degree continuing education, the offering of courses of varying duration tailored to special and demonstrated needs. These would likely be in the same areas of expertise that we propose for professional master's programmes.

Research and Symposia

The 1971 presentation regarding Engineering contained the following statement: "The research policy of the Engineering Faculty is to concentrate support in a few well-defined areas involving research team effort, primarily on projects related to industrial problems and preferably complementary to local research and development programmes.". This policy, applied with awareness of the close relationship between research interests and the academic programme, has continued to guide both faculty hiring and the allocation of auxiliary staff and facilities.

Over the past four years support for our research has increased markedly - from NRC and FCAC as well as through contracts from industry. Besides major additions to the operating grants to faculty members, we have received a five-year Negotiated Development Grant in fluid control and a special Negotiated Grant to carry out a study of Building Research and Building Engineering in Canada. (The report was issued in September 1974, and we are now preparing an application for a Negotiated Development Grant for a building research programme. This programme would include the improvement of both hardware systems and construction processes,

documenting performance versus time for various systems and materials, and presenting the resultant information in a practical and useful fashion.) Groups within the Faculty last year signed research contracts with: Andahl Corporation, Beer Construction, CIL, Corell, Domtar, MLW Industries, the National Science Library, Northern Electric, Opto Crystals and Vilas Industries.

Publication of the results has been - and will be - a major part of the Faculty's research contribution. However, we believe that in engineering research there can sometimes be real advantages in going beyond this. For instance, we quite often assist smaller companies which cannot afford their own R&D establishment. As a result, it may well be necessary to take a research project beyond the conceptual stage, developing models or prototypes to illustrate a principle before a company can see in a new technique the solution to its particular problem. We would cite by way of example the Faculty's Low Cost Automation Laboratory, which illustrates possible applications of a variety of engineering principles. Developing models or prototypes may call for resources exceeding what is normally provided by granting agencies, and we would like to bring this particular need to the attention of the Council of Universities.

We believe that the development of engineering research has been fostered at Concordia by the issue of a University Patents Policy as well as by the standardization of research contracts with industry. Also, we propose to appoint in the near future an Associate Dean for research and liaison with industry; his mandate will include stimulation as well as administration.

Particularly in conjunction with our major research interests we have in recent years been active in hosting or sponsoring a number of symposia. We have chosen areas where we believe the Faculty can offer significant expertise and at the same time profit from the gathering together of knowledgeable people to extend its own abilities. Also,

such events prove of considerable benefit to all levels of students - from other Quebec universities as well as Concordia. Besides symposia of local or national scope, we have recently organized two international meetings: the Third International Symposium on Lower Cost Housing Problems and the International Symposium on Circuit Theory for the Institute of Electrical and Electronics Engineers. Scheduled for 1975 for the IEEE are symposia on Circuits and Systems and on Operator Theory of Networks and Systems. In 1976 we will host a Design Engineering Technical Conference for the American Society of Mechanical Engineers and a World Congress on Space Enclosures for the International Association of Shell Structures. Tentatively planned for 1979 is the Fifth World Congress on the Theory of Machines and Mechanisms.

B.3 "Give a detailed account of the activities, their situation within the University and the objectives of your recognized "axes" in:

- Commerce and Administration
- Engineering.

Further, describe your plans for development of activities in the area of Fine Arts."

B.3(iii) FINE ARTS

In our original submission, we mentioned Fine Arts as one of the outstanding departments in the Sir George Williams Faculty of Arts. Since that time, with increasing enrollments, the addition of a second master's programme and the arrival on the scene of additional elements on the Loyola campus, Senate decided in the spring of 1974 to create a University Faculty of Fine Arts. This decision is clearly in keeping with the policy of developing strengths unique to the institution. Current enrollments of students in various Fine Arts programmes - which do not take account of the large number of students taking Fine Arts courses as electives - are 114 full-time and 95 part-time undergraduates on the Loyola campus, while on the Sir George Williams campus there are 528 full-time and 273 part-time undergraduates and 60 full-time and 73 part-time graduates. The new Faculty will thus start out with over 1,100 students, and will include programmes in Visual Arts, Art History, Art Education, Cinema, Music and Theatre, taught by a full-time faculty of over 40, together with a number of part-time faculty, many of whom are distinguished Montreal professionals, whose participation constitutes one of the ways in which the University maintains its firm roots in the milieu. We feel that this more clearly establishes Fine Arts as a major axis of development of Concordia, and we would request the Conseil to recognize it as such.

Inter-Faculty Service

We have noted an increasing interest in Fine Arts in the CEGEPs, and feel confident that the current high level of interest in these

programmes will be maintained. In creating the new Faculty, we have built in structural provisions to ensure that its offerings will continue to be available to students in other Faculties, thus maintaining the essential breadth of the Liberal Arts concept. We also see possibilities for inter-faculty cooperation in programmes with a professional orientation - for example, a combination of Painting, Art History and Chemistry for the training of art conservationists, or new areas of design, such as industrial.

Development Plans

Amongst potential developments of existing areas, we plan to bring our programmes in Art Education, where we already offer bachelor's, diploma and master's programmes, to a logical conclusion with the creation of a doctorate in Art Education. We find this an excellent example of the kind of area where Concordia has almost an obligation to offer doctoral work. This range of programmes would put us in an excellent position to extend our training of teachers to include the CEGEP and university levels. As it is, our M.A. programme in Art Education provides the specialized knowledge, but we also intend to offer programmes for certification at the CEGEP level. We are also planning graduate-level summer institutes on short-term topics of community interest - e.g. Art in Special Education, Teaching Art History, Museum Education. Another area of possible development would be the creation of cooperative programmes with such organizations as the National Gallery, the Montreal Museum of Fine Arts, etc. In the summer of 1974 the Drama Department at Loyola, which has a well-earned reputation for the range and quality of its activities in the Montreal area, held a special summer session on Theatre in Greece, the cradle of western theatre, and Loyola also plans a session in Art in the summer of 1975 in the USSR. We have developed a thriving operation in Music at the undergraduate level, where we feel that we have been most successful in creating solid programmes which take a quite different approach from those offered in traditional Faculties and Conservatoires. Individual pacing, feedback guidance and close integration

of work between classes make it possible for students and their advisors to design study packages capable of a high degree of refinement. In Cinema, the Loyola Department of Communication Arts which will not, of course, be in the new Fine Arts Faculty, has a very substantial operation. It has been agreed that there is a parallel Fine Arts approach to Cinema, and a proposal for a B.F.A. Major in Cinema is currently before the Comité des programmes, involving interlocking streams in History and Aesthetics of Film on the one hand and Film Production on the other. This proposed programme would constitute an expansion of a solid base in Cinema which has existed for a number of years.

Turning to new areas, we have noted a growing interest in Photography in the pre-university stream in the CEGEPs, and we are considering expansion of existing undergraduate offerings in this area. As part of our Art Education programme we offer courses in Crafts, and we find that secondary schools are now demanding more preparation in the areas of Ceramics and Textiles than we currently offer; there are also community pressures, coming from the need to keep the Quebec crafts industry competitive in the international market.

Concordia plans, in its Fine Arts offerings, to maintain an imaginative blend of vocational orientation and creative art.